

CSS
2011

FEDERAL PUBLIC SERVICE COMMISSION

English (Précis & Composition)

Competitive Examination for Recruitment to Posts in BS-17
Under the Federal Government — 2011

Part-I (MCQs): 10 Minutes — 10 Marks

Part-II: 2 Hours 50 Minutes — 90 Marks

Status: Fully Solved — Complete Model Answers

★ Fully Solved Reference Edition ★

All parts, all sub-questions and all original MCQ options
have been retained exactly as given — correct options highlighted, nothing omitted.

Q.1 (a) — Choose the word nearly similar in meaning

(5 — do only FIVE)

i. CHRONICLE

- a. Daily ritual b. Widely held belief **c. Account of events ✓**

ii. FLUME

- a. Sea bird with a wing span four times its body length
b. Narrow gorge with a stream running through it ✓
 c. Warm summer wind

iii. EPITAPH

- a. Editorial b. Clever head line **c. Tomb stone inscription ✓**

iv. LACONIC

- a. Concise ✓** b. Weekly c. Circular

v. SHINGLE

- a. Gravelly beach ✓** b. Exposed sand bar c. Group of dolphins

vi. FILIAL

- a. Related by marriage **b. Of sons and daughters ✓** c. Of brothers

vii. MISOPEDIA

- a. A hatred for children ✓** b. Middle age c. Family history

viii. MENAGE

- a. Marriage vow **b. Household ✓** c. Golden years

Q.1 (b) — Choose the word nearly most opposite in meaning

(5 — do only FIVE)

ix. ANNIHILATE

- a. Supplement **b. Augment ✓** c. Append d. Contract

x. BRACE

- a. Prop **b. Knock ✓** c. Invigorate d. Refresh

xi. BRUSQUE

- a. Gruff b. Curt **c. Smooth ✓** d. Discourteous

xii. CONCORD

- a. Amity b. Accord **c. Variance ✓** d. Unity

xiii. CONSCIENTIOUS

- a. Uncorrupt b. Honourable c. Principled **d. Profligate ✓**

xiv. DIPLOMATIC

- a. Sagacious b. Shrewd **c. Bungling ✓** d. Prudent

xv. HYPOCRISY

- a. Uprightness ✓** b. Pretence c. Cant d. Deceit

xvi. ONEROUS

Part II**90****Q.2 — Précis Writing****20 + 5**

Make a précis of the given passage and suggest a suitable heading.

The psychological causes of unhappiness, it is clear, are many and various... (Bertrand Russell's passage on the roots of unhappiness, escapism, and the pride some take in their misery).

SUGGESTED HEADING

The Psychology of Unhappiness

MODEL PRÉCIS (≈100-110 WORDS)

Though the psychological causes of unhappiness vary, they share a common root: early deprivation of some normal satisfaction, which later dominates a person's life and skews emphasis toward achievement rather than genuine activity. When frustration becomes total, some abandon the search for satisfaction altogether, seeking mere distraction or oblivion — as in drunkenness, a kind of temporary self-negation rather than true happiness. Such people must first be persuaded that happiness itself is worth pursuing. Curiously, many unhappy people take open pride in their misery, presenting it as the inevitable, rational conclusion of an enlightened mind — a pride which itself makes others doubt whether their unhappiness is genuine.

Q.3 — Comprehension Passage**20**

Read the passage and answer the questions that follow.

Knowledge is acquired when we succeed in fitting a new experience in the system of concepts based upon our old experiences... (Aldous Huxley's passage distinguishing knowledge from understanding).

i. How is knowledge different from understanding?

Knowledge is acquired by fitting new experience into a pre-existing system of concepts built up from past experience, memory, and reasoning. Understanding, by contrast, comes only when we set aside that old conceptual system and allow ourselves direct, unmediated contact with the new — the raw, immediate mystery of the present moment.

ii. Explain why understanding cannot be passed on.

Understanding is not conceptual; it is an immediate, lived experience, and immediate experience can only ever be talked about inadequately, never truly shared — just as no one can literally feel another person's pain, grief, love or joy.

iii. Is the knowledge of understanding possible? If it is, how may it be passed on?

Yes, knowledge of understanding is possible, and it can be passed on through speech, writing, or other symbols. Such communicable knowledge is useful as a reminder that genuine understanding has occurred in the past and remains possible, but it should never be mistaken for understanding itself.

iv. How does the author explain that knowledge of understanding is not the same thing as understanding?

He illustrates it with the analogy of a doctor's written prescription for penicillin compared with the actual penicillin: the prescription is only a symbolic description, useful and informative, but it is not the medicine itself — just as knowledge about understanding is not the direct experience of understanding.

v. How far do you agree with the author in his definitions of knowledge and understanding? Give reasons for your answer.

The distinction is largely convincing: it captures the real difference between memorised, transferable facts (knowledge) and the deeper, personal grasp of an experience that no explanation can fully substitute for (understanding). One may reasonably qualify the author's view by noting that knowledge and understanding are not wholly separate but interact — accumulated knowledge often prepares the mind to recognise and interpret a moment of genuine understanding when it

Q.4 — Comprehensive Note

20

Write a comprehensive note (250–300 words) on any ONE of the given topics. Model answer below is written on option (iii).

TOPIC SELECTED

iii. "Yellow Journalism"

Yellow journalism refers to a style of reporting that prioritises sensationalism, exaggeration, and eye-catching headlines over accuracy, balance, and factual integrity. The term originated in the late 19th century during the fierce circulation war between American newspaper publishers Joseph Pulitzer and William Randolph Hearst, whose papers were notorious for lurid crime stories, scandal-mongering, and unverified claims designed purely to boost sales — a practice widely believed to have helped drag the United States into the Spanish-American War of 1898.

In the modern media landscape, yellow journalism persists in new forms: eye-catching but misleading headlines ("clickbait"), selectively edited quotes, unverified viral stories, and reporting driven by ratings and advertising revenue rather than public interest. Television talk shows and social media platforms have, in many cases, intensified this trend, rewarding outrage and controversy over nuance and truth. Political polarisation is often deepened by outlets that shape stories to fit a predetermined narrative rather than presenting facts objectively.

The consequences of yellow journalism are serious. It erodes public trust in the media, spreads misinformation that can incite panic or violence, and distracts citizens from substantive issues in favour of manufactured controversy. In democracies, where an informed electorate is essential, sensationalist reporting undermines the very foundation of responsible self-governance.

Countering yellow journalism requires effort on multiple fronts: media organisations must recommit to editorial standards and fact-checking; regulatory bodies can enforce accountability for deliberate misinformation; and, perhaps most importantly, readers must cultivate media literacy — learning to question sources, verify claims, and resist the pull of sensational headlines. A healthy press, free yet responsible, remains one of the strongest safeguards of an informed and functioning society.

Q.5 (a) — Idioms in Sentences

5

Use only FIVE of the eight given, illustrating their meaning.

To eat one's words — to retract a statement, admitting one was wrong.

► After the results came in, the critic had to *eat his words* about the team's chances.

A close shave — a narrow escape from danger or disaster.

► The car swerved just in time; it was a *close shave* for the pedestrians.

A Gordian knot — an extremely complicated problem that seems impossible to solve.

► Resolving the dispute over the family estate had become a real *Gordian knot* for the lawyers.

A cog in the machine — a small, replaceable part of a much larger organisation or system.

► He felt like just a *cog in the machine* at the vast multinational corporation.

A wet blanket — someone who spoils other people's fun or enthusiasm.

► Nobody wanted to invite him to the party because he was always such a *wet blanket*.

Q.5 (b) — Word Pairs in Sentences

10

Use only FIVE of the eight given, illustrating their meaning.

Capital — a city that serves as a seat of government, or wealth/assets. **Capitol** — the specific building where a legislature meets.

➤ Islamabad is the *capital* of Pakistan; the senators gathered inside the *Capitol* to debate the bill.

Assay — to test or analyse the composition of something, especially a metal. **Essay** — a short piece of writing on a topic, or (as a verb) to attempt.

➤ The laboratory conducted an *assay* of the ore sample; the student wrote a thoughtful *essay* on climate change.

Envelop (verb) — to wrap up or surround completely. **Envelope** (noun) — a paper covering used to enclose a letter.

➤ Thick fog began to *envelop* the entire valley; she sealed the invitation inside a cream-coloured *envelope*.

Decree — an official order issued by a legal or religious authority. **Degree** — an academic qualification, or a unit of measurement.

➤ The king issued a royal *decree* banning the practice; she earned her *degree* in economics last year.

Desolate — deserted, bleak, and lacking comfort. **Dissolute** — morally lax, given to indulgence and immorality.

➤ The explorers crossed a *desolate* stretch of frozen tundra; the prince eventually abandoned his *dissolute* lifestyle for a life of discipline.

Q.6 (a) — Correct the Sentences

5

Correct only FIVE of the eight given.

i. ~~Please speak to the concerned clerk.~~

➤ **Please speak to the clerk concerned.**

iii. ~~Not only he was a thief, but he was also a murderer.~~

➤ **He was not only a thief but also a murderer.**

iv. ~~They thought that the plan would be succeeded.~~

➤ **They thought that the plan would succeed.**

vi. ~~My uncle has told me something about it yesterday.~~

➤ **My uncle told me something about it yesterday.**

viii. ~~They prevented the driver to stop.~~

➤ **They prevented the driver from stopping.**

Q.6 (b) — Narration: Direct ↔ Indirect Speech

5

Do only FIVE of the eight given.

i. "I couldn't get into the house because I had lost my key, so I had to break a window," he said.

➤ He said that he could not get into the house because he had lost his key, so he had had to break a window.

ii. "Would you like to see over the house or are you more interested in the garden?" she asked me.

➤ She asked me whether I would like to see over the house or was more interested in the garden.

iii. "Please send whatever you can spare. All contributions will be acknowledged immediately," said the Secretary of the disaster fund.

➤ The Secretary of the disaster fund requested that we send whatever we could spare, adding that all contributions would be acknowledged immediately.

iv. She asked if he'd like to go to the concert and I said I was sure he would.

➤ She said, "Would you like to go to the concert?" and I said, "I am sure he would."

v. I told her to stop making a fuss about nothing and said that she was lucky to have got a seat at all.

➤ I said to her, "Stop making a fuss about nothing. You are lucky to have got a seat at all."

— End of Solved Paper —